

# PSD Evaluation

## ESA and Support Personnel Evaluation: School Social Worker Comprehensive

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### Employee information:

Employee #	Employee Name	Employee Positions(s)
<input type="text"/>	<input type="text"/>	<input type="text"/>

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### Evaluator information:

Evaluator Name
<input type="text"/>

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### Evaluation information:

School Year	Location	Record Observation Date 1 (2 required annually)
<input type="text"/>	<input type="text" value="Please, select location"/>	<input type="text" value="mm/dd/yyyy"/>
Record Observation Date 2 (2 required annually)		Record Observation Date 3 (if required)
<input type="text" value="mm/dd/yyyy"/>		<input type="text" value="mm/dd/yyyy"/>

## Criterion 1: Knowledge of Scholarship in Special Field

Each support person demonstrates a depth and breadth of knowledge of theory and content in the special field. The employee demonstrates and understanding of, and knowledge about, common school education and the educational milieu grades K-12 and demonstrates the ability to integrate the area of specialty into the total school milieu.

Criterion 1	Unsatisfactory	Basic	Proficient	Distinguished
<b>1.1:</b> Understanding of current scholarship and research in the field of social work	Displays little to no awareness of current research or scholarship in the field of social work. <input type="checkbox"/>	Demonstrates limited awareness of current research and scholarship but struggles to stay updated. <input type="checkbox"/>	Demonstrates solid understanding of current scholarship and research, including key trends in social work. <input type="checkbox"/>	Demonstrates exceptional understanding of a wide range of current scholarship and research, including emerging trends. <input type="checkbox"/>
<b>1.2:</b> Engagement with relevant literature, theoretical frameworks, and research	Demonstrates minimal awareness of current social work research and scholarship, engaging little with professional literature or relying on outdated resources. <input type="checkbox"/>	Occasionally engages with relevant literature but lacks consistency or depth, demonstrating a basic understanding of theoretical frameworks without effectively connecting them to practice. <input type="checkbox"/>	Regularly engaging with relevant and up-to-date literature, demonstrates a strong understanding of theoretical frameworks and their practical applications, though consistency and depth of exploration may vary. <input type="checkbox"/>	Consistently seeking out, analyzing, and integrating a wide range of relevant literature, demonstrates mastery of theoretical frameworks and effectively applies them to enhance social work practice and decision-making. <input type="checkbox"/>
<b>1.3:</b> Applying scholarly knowledge into practice	Fails to integrate scholarly knowledge into practice or uses research inconsistently. <input type="checkbox"/>	Sporadically integrates scholarly knowledge into practice, with limited impact or effectiveness. <input type="checkbox"/>	Consistently applies scholarly knowledge to practice, demonstrating clear and effective integration. <input type="checkbox"/>	Seamlessly integrates scholarly knowledge into practice, improving outcomes and promoting innovation within the school milieu. <input type="checkbox"/>
<b>Criterion 1: Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

## Criterion 2: Specialized Skills

Each support person demonstrates in their performance a competent level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation and evaluation.

Criterion 2	Unsatisfactory	Basic	Proficient	Distinguished
<b>2.1:</b> Specialized skills in Social Work	Demonstrates minimal or no specialized skills in social work relevant to school settings. <input type="checkbox"/>	Shows limited specialized skills, but struggles to adapt them effectively to school-specific needs. <input type="checkbox"/>	Demonstrates strong specialized skills in social work, effectively addressing needs within the school setting. <input type="checkbox"/>	Excels in specialized skills, tailoring innovative and impactful programs that meet diverse school needs. <input type="checkbox"/>
<b>2.2:</b> Social Work interventions and strategies	Rarely uses evidence-based interventions or strategies or employs them inconsistently and ineffectively. <input type="checkbox"/>	Occasionally uses evidence-based interventions, but implementation is inconsistent or lacks depth. <input type="checkbox"/>	Consistently applies evidence-based interventions and strategies that are effective and appropriate. <input type="checkbox"/>	Consistently develops and implements advanced, innovative, and highly effective evidence-based interventions and strategies. <input type="checkbox"/>
<b>2.3:</b> Ability to assess and address student and family needs	Fails to assess or address the needs of students and families effectively or appropriately. <input type="checkbox"/>	Assesses and addresses student and family needs inconsistently, with limited success or understanding. <input type="checkbox"/>	Demonstrates competence in assessing and addressing student and family needs, ensuring appropriate support. <input type="checkbox"/>	Excels in comprehensive assessment and addresses student and family needs with exceptional skill and effectiveness. <input type="checkbox"/>
<b>Criterion 2: Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

### Criterion 3: Management of Special & Technical Environment

Each support person demonstrates an acceptable performance in managing and organizing the special materials, equipment and environment essential to the specialized programs.

Criterion 3	Unsatisfactory	Basic	Proficient	Distinguished
<b>3.1: Management of Social Work environment</b>	<p>Fails to create or maintain a supportive and functional social work environment.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Creates a partially functional environment, but it lacks consistency or adaptability to student and family needs.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Consistently creates a supportive, organized, and functional environment tailored to the needs of students and families.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Excels in fostering a highly supportive, inclusive, and adaptive environment that enhances the effectiveness of social work services.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>3.2: Organization and planning skills</b>	<p>Demonstrates little to no organization or planning skills, resulting in inefficiency and unmet objectives.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Displays basic organization and planning skills, but struggles with efficiency or long-term goal setting.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Effectively organizes and plans, ensuring timely and efficient delivery of social work programs and services.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Demonstrates exceptional organization and planning, anticipating challenges and proactively addressing them to optimize program effectiveness.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>3.3: Maintaining records and adhering to relevant policies and procedures</b>	<p>Fails to maintain accurate records or adhere to school policies and procedures, leading to compliance issues.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Maintains records inconsistently and has a limited understanding of policies and procedures.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Maintains accurate and up-to-date records, adhering to relevant policies and procedures with competence.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Consistently maintains meticulous records, ensures full compliance with policies, and advocates for improvements to policies when necessary.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>Criterion 3: Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

## Criterion 4: The Support Person as a Professional

Each support person demonstrates awareness of their limitations and strengths and demonstrates continued professional growth.

Criterion 4	Unsatisfactory	Basic	Proficient	Distinguished
<b>4.1:</b> Professionalism with students, parents, and educational personnel	Demonstrates unprofessional behavior, such as poor interactions or a lack of respect for students, parents, or staff. <input type="checkbox"/>	Displays basic professionalism but may struggle with consistency in maintaining positive, respectful relationships. <input type="checkbox"/>	Consistently demonstrates professionalism by fostering respectful, collaborative relationships with all stakeholders. <input type="checkbox"/>	Exemplifies professionalism by building trust, resolving conflicts effectively, and serving as a role model for professional conduct. <input type="checkbox"/>
<b>4.2:</b> Communication skills, empathy, and sensitivity	Communicates ineffectively, showing little empathy or understanding of others' needs or perspectives. <input type="checkbox"/>	Communicates adequately but may lack consistency in demonstrating empathy or sensitivity to diverse needs. <input type="checkbox"/>	Communicates clearly and effectively, consistently showing empathy and sensitivity to the needs of others. <input type="checkbox"/>	Excels in communication, showing exceptional empathy, cultural competence, and an ability to address complex emotional and social dynamics. <input type="checkbox"/>
<b>4.3:</b> Maintaining confidentiality	Fails to maintain confidentiality, leading to breaches of trust or ethical concerns. <input type="checkbox"/>	Inconsistently adheres to confidentiality policies, showing occasional lapses in judgment or awareness. <input type="checkbox"/>	Consistently maintains confidentiality and adheres to all policies, ensuring trust and ethical standards are upheld. <input type="checkbox"/>	Demonstrates exemplary adherence to confidentiality, proactively ensuring compliance and educating others on ethical best practices. <input type="checkbox"/>
<b>Criterion 4: Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

## Criterion 5: Involvement in Assisting Pupils, Parents & Educational Personnel

Each support person demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs.

Criterion 5	Unsatisfactory	Basic	Proficient	Distinguished
<b>5.1:</b> Involvement in assisting students, parents, and educational personnel	Shows little to no effort in identifying or assisting students, parents, or staff in need of specialized support across all school assignments. <input type="checkbox"/>	Provides minimal involvement in assisting students, parents, or staff, often requiring direction or follow-up across all school assignments. <input type="checkbox"/>	Consistently engages in assisting students, parents, and staff, ensuring specialized needs are identified and addressed across all school assignments. <input type="checkbox"/>	Takes a proactive, collaborative role in identifying and assisting students, parents, and staff, exceeding expectations for support across all school assignments. <input type="checkbox"/>
<b>5.2:</b> Providing support and resources	Rarely provides appropriate support or resources to address identified needs, leaving issues unresolved. <input type="checkbox"/>	Occasionally provides support or resources but does so inconsistently or without fully addressing needs. <input type="checkbox"/>	Consistently offers appropriate support and connects students, parents, and staff with relevant resources to meet their needs. <input type="checkbox"/>	Goes above and beyond to provide comprehensive support and resources, ensuring sustainable and impactful solutions. <input type="checkbox"/>
<b>5.3:</b> Taking initiative to address concerns and providing assistance	Does not take initiative to identify or address concerns, waiting for others to prompt action. <input type="checkbox"/>	Shows limited initiative in addressing concerns, often relying on others to take the lead. <input type="checkbox"/>	Demonstrates initiative by identifying concerns and providing timely, effective assistance. <input type="checkbox"/>	Proactively identifies emerging concerns, takes leadership in resolving issues, and implements innovative solutions to assist stakeholders. <input type="checkbox"/>
<b>Criterion 5: Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

## Overall Evaluation Scores

Criteria	Unsatisfactory = 1	Basic = 2	Proficient = 3	Distinguished = 4
Criterion 1: Knowledge of Scholarship in Special Field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 2: Specialized Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 3: Management of Special & Technical Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 4: The Support Person as a Professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 5: Involvement in Assisting Pupils, Parents & Educational Personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Evaluation Score</b>	_____			
	Score Range: 5 to 7	Score Range: 8 to 12	Score Range: 13 to 17	Score Range: 18 to 20

## Summary Comments:

This evaluation has been reviewed with employee.

Date reviewed with employee

## Signatures:

Evaluator Signature

Employee Signature

Not signed yet